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ABSTRACT

Based on a pilot program developed in the Los Angeles (California) Public Library, this guide provides the materials and information needed for introducing a "Grandparents and Books" (GAB) program in a public library. The Los Angeles program was designed to bring together the city's elderly population with children who have no one to care for them after school and promote the love of reading in these children. The older adult volunteers are trained to read to children and to listen to children reading aloud. The first of five chapters in the guide lists ideas for recruiting volunteers and publicizing the program to individuals, community groups, children, and parents. The second chapter provides checklists of activities and factors to consider when orienting staff, training volunteers, and setting up training workshops. This chapter also includes sample training workshop agendas, storytelling tips, hand puppet patterns, and a sample volunteer sign-in sheet. The third chapter notes methods for giving recognition to the library volunteers, and the fourth outlines some ideas and suggestions for serving a culturally diverse community. Some solutions to problems encountered by the Los Angeles Public Library are presented in the fifth chapter, which concludes with examples of the following materials: program flyers; publicity releases; a recruitment speech; recruitment sheet; camera ready program logos; a volunteer certificate of appreciation; volunteer application form; survey forms for schools, the community, and participants; guidelines for a library's partner agency; a sample bookmark; volunteer job description; and a program timetable. A resource bibliography and an index conclude the guide. (MAB)

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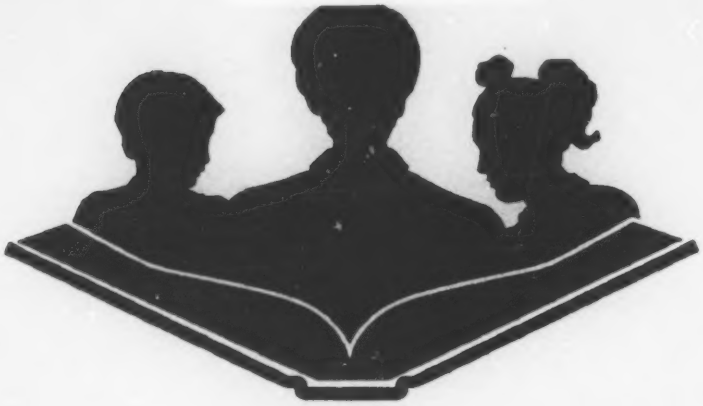

GRANDPARENTS AND BOOKS

GRANDPARENTS AND BOOKS

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TRAINER'S MANUAL

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Los Angeles Public Library Children's Services

GRANDPARENTS AND BOOKS

Trainer's Manual

by

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with

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Revised Edition
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INTRODUCTION

In 1987, Children's Services of the Los Angeles Public Library (LAPL) saw two great needs:

> The need of [1] L.A.'s elderly population, nearly one-third of whom live alone, to find meaningful contact with others, and [2] the need to promote the love of reading in the over 200,000 L.A. children who have no one to care for them after school and who have among the lowest reading scores in California.

By bringing the two groups together and training older adults to read to the children, two positive results were expected. Reading skills would be bolstered and intergenerational understanding and appreciation could be enhanced.

We felt that Grandparents and Books would complement literacy programs such as Families For Reading, in that both emphasize sharing stories with children.

In 1988, LAPL was awarded a Library Services and Construction Act (LSCA) grant to set up a pilot program in three libraries whose service populations reflected some of the ethnic diversity of L.A.

A total of 46 volunteer "Library Grandparents" were recruited and trained. Between January 1989 and December 1989, they read 1,966 hours to over 7,061 children.

In 1989-91, second and third year LSCA funding was awarded because of the overall success of the Grandparents and Books (GAB) pilot project. GAB has expanded to over 30 LAPL branches and Central Library with approximately 280 volunteers who have read to more than 43,000 children as of June 1991.

This Trainer's Manual is a product of the three years spent in developing and refining the program. We hope it will be helpful in establishing an Older Adult Volunteer reading program in many other libraries.

* * *

Grandparents and Book is a program that emphasizes the pleasure of reading; it is not a tutorial program. We believe that when children truly enjoy an activity such as reading or listening to stories, the learning aspects naturally come into play.

---

[1] GAB II Report

[2] Ibid.

GRANDPARENTS AND BOOKS

SUMMARY

WHO: This program uses existing staff and any number of interested volunteers, drawing from the local older adult population.

WHAT: A method of service enhancement in which older adult volunteers are trained to read to children and to listen to children reading aloud.

WHY: Provide better service to children.
Offer a multilingual, literature-rich program which recognizes non-English language proficiency among older community members and children.
Provide meaningful volunteer opportunities.
Develop reading motivation materials for the library.
Provide after school programming.
Attract community support and involvement.
Offer literacy enrichment.
Promote interagency cooperation (Senior Centers, Department of Aging, Retired Senior Volunteer Program [RSVP/ACTION], etc.)

HOW: Older adults are recruited locally, trained to read to children, motivated to remain in the program through informal monthly meetings, recognized for their contribution. Minimal funding for supplies and graphics.

WHERE: The local library--children's area.

WHEN: Recruitment: 2 months
Training: 3 sessions
monthly follow-up meetings

Chapter One

PUBLICITY AND RECRUITMENT: Individuals, Community Groups, Children and Parents

1. The Individual Older Adult Volunteer

Initiate older adult volunteer recruitment through:

Flyers - Distribute in library and older adult agencies (page 21). If trainings will be offered in a language other than English, publicize in that language. (Identify and utilize staff with proficiency in languages spoken in your community.)

Press Releases - Notify local newspapers, senior magazines, newsletters, church newsletters, etc. (page 22).

Public Service Announcements - Identify local television and radio stations (including college stations) who might air a ten to thirty second spot (page 23).

Displays - Hang posters, distribute brochures and booklists in the library. Once volunteers start, take photos of them and create an attractive display. Ask newspapers to do a feature article.

2. Community Groups

Identify, cultivate and network with local agencies for volunteers.

--Senior Centers affiliated with the Department of Recreation and Parks.
--City Department of Aging--Multipurpose centers, Nutrition Sites.
--Agencies such as RSVP/ACTION, National Council on the Aging, Volunteer Centers.
--Library Friends Groups, churches, local clubs such as Altrusa, etc.

These community groups can schedule you to speak with groups of potential recruits, distribute flyers, provide transportation for volunteers, or donate money.

Once you have identified and contacted them and scheduled a speaking engagement,

Request:

--a quiet area or separate room

--a microphone (especially for large groups and hard-of-hearing older adults)

--a time slot just before or after older adults eat at a nutrition site

--an estimate of size of audience in order to bring enough handouts

--a referral to other groups who might help you recruit

Take with you:

--prepared recruitment speech (page 24)

--registration sheet to sign them up on the spot (page 26)

--flyers about the program

--any materials such as the "How and Why" brochure or library bookmarks, booklists, and map

Pointers:

--Refer to volunteers as Older Adults rather than Senior Citizens--some are <u>not</u> U.S. citizens.

--Recruitment is very much like school visits: the presentation varies according to noise level, time limit and audience.

--Make a point of staying after to talk, eat refreshments and socialize--this is important!

--Be prepared to repeat information.

--Remember to involve library staff in recruitment, they may know interested individuals or themselves belong to organizations that can help.

3. Children and Parents

Recruit children after you have scheduled volunteers.

--Send a letter announcing the program to local principals, teachers, and the PTA (page 27).

--Announce the program to children at school visits.

--Send press releases to local papers (page 28).

--Distribute descriptive flyer for parents in the library--"What is Grandparents and Books" (page 29).

--Produce flyers giving specific hours when Grandparents are reading.

--Display on bulletin boards a "Library Grandparent" reading poster (page 30).

--Provide volunteer badges or buttons so children and parents may easily identify volunteers (page 31).

Chapter Two

ORIENTING THE STAFF TO GAB AND TRAINING OF VOLUNTEERS

1. Staff Orientation

The following checklist will prepare staff and engender their support, which is vital to the success of the program.

--At a staff meeting before the program is publicized, explain what the GAB program is and why these volunteers are important.

--Discuss scheduling and volunteer "Guidelines" (Refer to page 10a).

--Identify the staff member(s) with whom volunteers will be working.

--Point out the benefits of a positive attitude on the part of the staff and your expectations as their role--from friendly greeters to recruiters of volunteers.

--Encourage staff to discuss problems or concerns with volunteers' supervisor.

--Discuss the extent of volunteer privileges in staff area (e.g. use of the refrigerator; parking; staff book loans; area/desk/shelf for volunteers use).

--Emphasize that Grandparents are valued and that they are to be considered part of the staff.

2. Training of Volunteers

Purpose:

--To achieve and maintain quality in the way children are read to by setting standards.

--To communicate the philosophy of GAB as a program that introduces the pleasures of reading (as opposed to tutoring).

--To introduce the variety of books and techniques that can be used in reading to children.

--To observe and guide volunteers on how to be better readers and listeners; to provide opportunity for practice and a comfort level with the materials.

--To serve as a screening process for potential problem volunteers.

--To prepare them for the variety of children's reactions and some behavioral aspects associated with different age levels.

3. Setting up the Training Workshops

--Plan on three 3-hour training sessions as a minimal time commitment for training.

--Call or send postcards to volunteers a week in advance as a reminder.

--Provide agendas (see pages 8, 9, and 10).

--Train when library is closed or in a separate room away from distractions.

--Work at a large table to enhance the camaraderie of the group and provide a surface for flannel board/puppet making.

--Vary materials presented (e.g. books, puppets, flannel board) and levels of participation with audience to maintain interest level.

--Be aware that older adults may have visual, hearing, or physical restrictions. Try to provide large print handouts and handicapped access.

--Provide application forms for recruits (page 33).

--Provide refreshments and a break. Socializing is important in making people feel comfortable and welcomed.

The following are sample training workshop agendas and suggestions for the trainer.

SAMPLE

GRANDPARENTS AND BOOKS

Older Adults Workshop One
Agenda

9:30 Introductions: Librarians, Clerical Staff, Volunteers and GAB Program - Ask volunteers how they heard about GAB and what they expect from it. Clarify its purpose, direction and requirements. This is the weeding-out step that allows volunteers who are not committed or who have expectations of a different kind to leave the program.

9:50 Brochure: Sharing Books with Children (see inside back cover)
"Why Read to Children?"

10:20 Break

10:30 "How to Read to Children"

This brochure is the backbone of the GAB training. It lists the concepts and approaches we want the volunteers to embrace. Attached is an example of how to present it (pages 8a - 8d).

11:00 Flannel Board Storytelling

Why flannel board stories?

--Easily learned technique that adds variety to the reading sessions.
--Lends itself to reading to large groups of children as well as one-on-one.
--Encourages participation and interaction between volunteer and child.
--Is very visual and will attract reluctant or shy children.
--Is a good ice-breaker in the training workshop that brings the volunteers together.

Demonstration and making of flannels - Use Judy Sierra's *The Flannel Board Storytelling Book*, (Wilson, 1987) in teaching this technique because of its easy-to-follow instructions for making flannel figures and its simple-to-learn stories.
--Two or three stories should be demonstrated.

11:45 Group Project: Making Flannel Figures - Volunteers trace figures onto pellon (a white fabric used for interfacing) and color with felt pens or crayons. This provides the library with a new collection of flannel stories (see page 8e for Flannel Story Pointers).

12:15 Assignments and Library Cards - Assignments on practicing reading stories or demonstrating flannel figures are given. This allows the Librarian to see where the volunteers need guidance and gives volunteers practice in preparing and reading before they read to children.

WHY READ TO CHILDREN?

(The trainer should cover each of the following points, showing children's books as examples.)

Reading aloud to children helps them to

LEARN TO READ - I had an experience reading *Goodnight Moon* by Margaret Brown to my 4-year-old prereader. She then recited the story verbatim to me, turning the pages at the right moments. She was associating the spoken words with the printed page, one of the first steps in learning to read. She began to recognize certain words, such as "goodnight." This is known as sight reading.

ACQUIRE LANGUAGE SKILLS AND VOCABULARY - By being read to children learn sentence structure and hear new words or familiar words used differently. In *The Amazing Bone*, William Steig uses a rich vocabulary in ways that children can understand and that appeal to their love of play.

DEVELOP THEIR IMAGINATIONS - Where television creates passivity in the viewer by providing music, picture, and story, a book requires active involvement: visualizing what the author describes. Even illustrated books, such as *Cloudy with a Chance of Meatballs* by Judi Barrett, stimulate the imagination and the sense of humor.

DISCOVER AND LEARN ABOUT THE WORLD - Books introduce new situations and experiences that children might not otherwise encounter. *Knots on a Counting Rope* by Bill Martin is a story about what it's like to be an American Indian child who is also blind.

REALIZE THAT READING IS FUN AND ENTERTAINING - For many children, the only experience of books is through school. Thus reading becomes a labor related to textbooks. As a "Library Grandparent" you can introduce children to the variety of books available, e.g. pop-up books or lift the flap books, such as, *Where's Spot* by Eric Hill. Demonstrate that reading can be playful, exciting and interactive.

FEEL CLOSER TO THE READER - Most of us have a strong memory of the teacher or parent who read aloud to us. Share this memory.

UNDERSTAND MORAL CONCEPTS - A child can be instructed to be kind and loving but if a story about kindness and love is read to them they can internalize it; it has a stronger impact. The power of a story's moral is proven by the lifetime impact of folktales, such as *Cinderella* and *Little Red Riding Hood.*

ACHIEVE MORE SUCCESS IN SCHOOL - Statistics show that children who like reading succeed and children who like reading have usually been read aloud to by an adult.

ESTABLISH A PATTERN FOR LIFELONG READING - Documentation in Jim Trelease's *Read Aloud Handbook* shows that kids who are read to grow up to be readers.

UNDERSTAND SOME OF THEIR OWN FEELINGS - *Boy, was I Mad!* by Kathryn Hitte helps a child to realize we all experience feelings and that it's okay to do so. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst makes a similar point.

GRASP DIFFICULT OR NEW CONCEPTS - *Yonder* by Tony Johnston poetically depicts the cycles of life, death, and regeneration in nature.

REALIZE THAT ADULTS VALUE BOOKS AND READING - Your very presence tells them you care about reading and there must be something to books. You are a role model.

ENJOY BOOKS TOO DIFFICULT FOR THEM TO READ ON THEIR OWN - Kipling's *Just So Stories* - The beautiful language in this 80-year old collection would pose a hurdle for the average child reader, but they continue to love to *hear* the stories.

How to Read to Children

(Trainer covers all the following points, using children's books as examples.)

CHOOSE A BOOK THAT IS INTERESTING TO BOTH YOU AND YOUR LISTENERS. If you don't care for a book but read it anyway, your feelings about it will come across to the child. Select a book you enjoy reading. Try to match age of child with interest level of book. *Winnie-the-Pooh* would be lost on most preschoolers; *Goodnight Moon* is babyish to 2nd graders. *The Read Aloud Handbook* by Jim Trelease, offers excellent age/interest level guidelines.

KNOW THE BOOK: READ IT TO YOURSELF BEFORE YOU READ IT ALOUD. The more you read it the more confident you become. You will also know how to pitch your voice, etc., and what the book is about. However, children will also bring books they selected for you to read. Do read these, but always have books ready to show to them.

CHOOSE BOOKS FOR SMALL CHILDREN THAT FEATURE BRIGHT COLORS, BIG PICTURES, AND A SIMPLE STORY. e.g. *Very Hungry Caterpillar* by Eric Carle.

PICK MORE DETAILED OR COMPLEX STORIES FOR OLDER CHILDREN, SUCH AS FOLK AND FAIRY TALES. Older children like the challenge of a longer, more intricate story, such as *Two Ways to Count to Ten* by Rudy Dee, a story about animals who compete for a crown.

SELECT A WIDE VARIETY OF BOOKS: STORIES, POEMS, RIDDLES, NON-FICTION. There is a wealth of exciting books other than fiction that should be introduced to children, e.g. Silverstein's *Where the Sidewalk Ends*, Greenfield's *Honey, I Love*, and Patterson's *Koko's Story*.

CREATE A SHARING EXPERIENCE BY ENCOURAGING THE CHILD TO JOIN IN ON KEY WORDS OR REFRAINS. Kids learn how to read through repeating and they love to feel a part of the reading. Try *The Three Billy Goats Gruff* with the children joining in on the refrain.

BE ANIMATED WHEN YOU READ: USE EXPRESSION. LET YOUR VOICE BE THE SOUND TRACK FOR YOUR STORY. Demonstrate this by reading a story.

BE A GOOD LISTENER WHEN CHILDREN READ ALOUD TO YOU, BY PAYING ATTENTION TO THE STORY RATHER THAN TO ERRORS; DON'T MAKE READING ALOUD A READING LESSON. If the child reader is clearly not ready for the book he selected, say: "This doesn't seem like the right book for you. Let's ask the Children's Librarian to help us find a book you'll enjoy reading more."

MAKE IT AN ENJOYABLE, PLEASURABLE EXPERIENCE! If you want children to read, keep it fun. Don't make it a lesson, don't tutor; that is a sure way to lose them.

In the library, we believe a book stands on its own; it doesn't need elaboration. The author takes great care in selecting each word to get the story across. If a child asks a question, then respond - but don't otherwise "explain" the book.

Show your audience how to hold a book when reading.
Use the books listed here or your own favorites.

FLANNEL STORY POINTERS

1. If doing the story alone, try to learn it; avoid reading the story. It will flow better and you can have better eye contact with the audience.

2. You do not have to memorize the story. Learn the basic plot and dialogue, and some of the more important descriptive phrases. You may tell the story in your own words.

3. Do not summarize, explain or oversimplify the story.

4. Rehearse several times.

5. Decide in advance where and when to place each figure.

6. Before telling, make sure all flannel figures are accounted for.

7. Have figures in the order they are to appear in the story facing up on your lap or next to you.

8. Make sure the board is positioned so everyone can see it.

9. Stand or sit to one side of the board.

10. Move the figures as seldom as possible on the flannel board.

11. Take your time; don't rush through the telling or reading.

12. Invite the children to participate by retelling the story a second time. Let them put the figures onto the board.

13. If working as a team, one volunteer may read or tell the story while the other places the figure onto the board. Be sure to rehearse together ahead of time.

SAMPLE

GRANDPARENTS AND BOOKS

Older Adults Workshop Two
Agenda

9:30 Last Week's Assignments - Volunteers practice reading aloud. Breaking larger groups into smaller ones makes this less threatening. Critique from a positive view, supporting and encouraging the volunteer by showing alternative ways to read if warranted. The most common problems involve holding books so illustrations can't be seen by everyone, explaining the text rather than reading it, and substituting simpler words for more "difficult" ones (e.g. "cereal" for "porridge"). Often volunteers do not prepare their "assignment" at home. Always have a collection of easy books available for them to use instead.

As to the children reading aloud, we remind volunteers not to make this a reading lesson, to gently correct mistakes, and always to positively reinforce the child.

10:00 Selecting Books for Appropriate Age and Audience - Volunteers need to become familiar with the range of children's books appropriate for different age levels. Summarize the general characteristics of children from infancy to 6th grade, demonstrating the books for those age groups (see 9a). Use your library's booklists and stress the role of the Children's Librarian for advice and reference.

10:20 Break

10:35 Narrowing the Search: Types of Children's Books - Librarian identifies genres such as wordless books, participation stories, etc. (see 9b).

11:15 Puppets and Books - Refer to 9c, d, e and f.

11:50 Next Week's Assignment - Volunteers will either read a story, present a flannel board story, or practice with a book and puppet.

SAMPLE

GRANDPARENTS AND BOOKS

Selecting Books for Appropriate Age and Audience

Babies, Toddlers and Preschoolers

XZ	Carle	**VERY BUSY SPIDER**
XZ	Oxenbury	**CLAP HANDS**
XZ	Pragoff	**ALPHABET**
XZ	Wood	**LITTLE MOUSE, THE RED RIPE STRAWBERRY, AND THE BIG HUNGRY BEAR**

Grade K - 3

XZ	Bang	**PAPER CRANE**
XZ	Flournoy	**PATCHWORK QUILT**
X 398 K494	Kimmel	**ANANSI AND THE MOSS-COVERED ROCK**
XZ	Wood	**NAPPING HOUSE**

Grade 4 - 6

X	Boyd	**CHARLIE PIPPIN**
X	Manes	**BE A PERFECT PERSON IN JUST THREE DAYS**
X	Miles	**ANNIE AND THE OLD ONE**
X 398 S837-1	Steptoe	**MUFARO'S BEAUTIFUL DAUGHTERS**

SAMPLE

GRANDPARENTS AND BOOKS

Narrowing the Search: Genres of Children's Books

Wordless

XZ	Turkle	**DEEP IN THE FOREST**
XZ	Ward	**SILVER PONY**

Independent Readers

XZ	Geisel	**HOP ON POP**
XZ	Lobel	**FROG AND TOAD ARE FRIENDS** or **SAPO Y SEPO SON AMIGOS**

Puzzle

XZ	Handford	**WHERE'S WALDO?**
XZ	Yektai	**WHAT'S MISSING?**

Participation

XZ	Sendak	**PIERRE**
XZ	Shaw	**IT LOOKED LIKE SPILT MILK**

Poetry, Rhyme and Songs

SXZ		**TORTILLITAS PARA MAMA**
X 811 G812	Greenfield	**HONEY, I LOVE**

Good Stories

X 398 G149-2	Galdone	**MONKEY AND THE CROCODILE**
XZ	Bemelmans	**MADELINE** (any)

"Chapter" Books

X	Cameron	**STORIES JULIAN TELLS**
X	Rockwell	**HOW TO EAT FRIED WORMS**

Short Stories

XY	Babbitt	**DEVIL'S STORYBOOK**
XY	Yolen	**GIRL WHO CRIED FLOWERS AND OTHER TALES**

GRANDPARENTS AND BOOKS

Reading Books with Puppets

A simple hand puppet can help attract attention and bring children together around the reader. The puppet can be the same, time after time, book after book. It can be animal or person -- an old toy animal turned into a puppet or any character that, perhaps, wears or carries some object or bit of costume that relates to the story. The puppet can help hold the book and turn the pages. It can encourage the younger children to listen quietly and can help hold attention from the usual library distractions.

The puppet can greet the young audience at story-reading time. I have experienced children patting and stroking and even kissing my puppet-cat as we gather in our reading corner. The puppet can make signs and sounds of eager impatience to begin the reading. Then, the puppet reacts with joy (clapping paws or hands) at the book selection, helps hold the book and turn the pages -- even pointing to important pictures and words.

The puppet might point to a new or difficult word for the reader to explain. It is the puppet, you see, that needs help or explanation. What a comfortable bridge it can become between the adult and the child!

If you enjoy creating, you might design and make two puppets alike -- one for you to keep for your own use and one to live in the library.

And when the book has been read, the puppet can extend a paw or hand to each child to say, "Good-Bye." You and your book and your puppet can create a marvelous atmosphere -- and can make a difference.

Remember: The world will be a better place because you are here!

Betsy Brown

HAND PUPPETS

This is a simple pattern for a hand puppet. From this you can create People, Birds, & Animals. Try all kinds of fabrics, colors, textures.

Cover the heads with knitted fabrics, stocking or sock scraps or wet felt.

For facial features use felt scraps, felt-tip pens & sequins in the eyes.

CUT 2

Extend pattern 2 inches

FOLD

Styrofoam balls for the heads can be 3", round or egg-shaped. Plastic bottles make fine puppets heads, too.

Hands & paws can be cut from felt & glued in place.

Add tails where puppeteer's wrist bends.

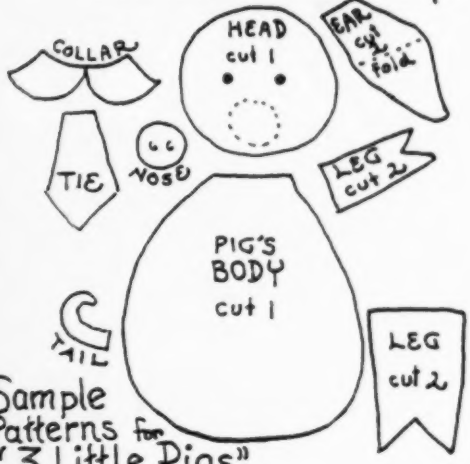
FINGER PUPPETS

Create a "Library" of these appealing puppets to illustrate your stories, poems & songs. The background shape can be of bright-colored felt. The characters can be cut from fabric scraps. Glue on the parts; add yarn, sequins, ribbons. Children can help.

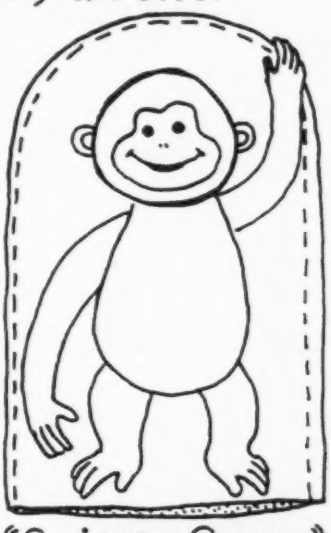
EASY To MAKE

Background shape of colored felt or stiff fabric

CUT 2



Sample Patterns for "3 Little Pigs"



"Curious George"

"Thumbelina"

Use heavy-duty, thick glue

"Make Way For Ducklings"

"Teeny-Tiny Lady"

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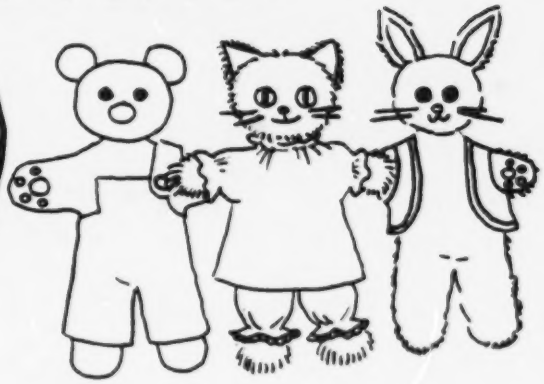
ANIMAL HAND PUPPET



A. ↑ Attach head pattern here, before cutting out. B.

Cut slit in back, for puppeteer's hand

↑ FOLD

BODY
CUT
2

Use textured fabrics, velveteen, terry cloth, fake furs...

Baste together first, next, sew by hand or machine

1.

Stuff head

Rubber band around neck

TURN

2.

3. Glue on features cut from felt

Rabbit Ear

Bear Ear

Cat Ear

Stitch across here, after turning

HEAD
CUT
2

↑ FOLD

Attach to body A. before cutting B.

Betsy

SAMPLE

GRANDPARENTS AND BOOKS

Workshop Three
Agenda

9:30 Tour of the Library - Volunteers should feel like members of the staff and know where to find juvenile books and materials. They need access to staff workroom, lounge, etc.

10:00 Last Week's Assignments

10:30 Break

10:45 Orientation and Regulations - (The following are discussed and/or distributed.)

Guidelines - These guidelines help clarify the roles of the Library staff and the volunteers (see page 10a).

Sign-In Sheets - Other than keeping statistics, these reveal the busiest and slowest hours of the program, which materials are popular, and where volunteers need guidance (see page 10b).

Storytime - Arrange for a group of children to be read to by the librarian so that volunteers may see how children respond, how librarian handles awkward or difficult situations, and what behavior volunteers may expect within a group setting.

Invite volunteers to observe the Children's Librarian in Storytime sessions for more exposure to techniques of using books with children.

Scheduling - Post volunteers' schedules so staff may inform the public. Schedule volunteers for after school hours: they may read one-on-one or to groups. Schedule when classes are visiting the library. They can be the guest "Library Grandparent" and read a story. They may also assist the librarian by reading a story at a preschool, toddler, holiday, or reading club program. There is an element of unpredictability involved in scheduling after school hours: many or no children at all may show up. Volunteers should be made aware of this and be rescheduled if there are problems.

11:30 Buttons and Certificates - Awarded at the end of the training, preferably by Head Librarian, with refreshments provided (see pages 31 and 32).

GRANDPARENTS AND BOOKS

Guidelines

1. All contact between **GAB** volunteers and children must take place in the library.

2. **GAB** volunteers may not offer to drive or walk children anywhere outside the library.

3. **GAB** volunteers should be on time as scheduled and should fill in the Sign-in sheet at the **GAB** station.

4. Any problems with children should be referred to the Children's Librarian so he/she can help resolve them.

5. **GAB** volunteers should not discuss religious, political or sexual matters with any of the children.

6. **GAB** volunteers should show all non-library materials to the Children's Librarian or **GAB** staff before using them or presenting them to the children.

7. **GAB** volunteers are encouraged to wear their **GAB** buttons while working with the children, so they are easily identified.

8. **GAB** volunteers should be aware of the child's natural dignity and sense of self. Children are now taught by parents and teachers, not to allow non-family members to touch them; please respect this and do not initiate close contact.

9. **GAB** volunteers who intend to discontinue the program should promptly notify the Children's Librarian.

10. **GAB** volunteers should consult their individual Children's Librarian for specific rules regarding that library.

GRANDPARENTS AND BOOKS

Sign-in Sheet

Volunteer's Name	Date	Time In	Time Out	Number of Children	Stories, Materials, etc.	Problems, Suggestions

Total Number of Sessions: Total Number of Hours: Total Number of Children:

Chapter Three

MOTIVATION AND RECOGNITION

Monthly meetings with volunteer are invaluable in providing a forum for troubleshooting, introducing new books and techniques, and providing support. These meetings also allow the librarian to monitor the volunteers.

Volunteers need to be recognized and praised as often as possible. Here are some suggestions:

WAYS TO GIVE RECOGNITION TO GRANDPARENTS

1. Encourage staff to make a special point in greeting the volunteers by name and in saying "good bye."
2. When possible, accommodate personal needs and extend special privileges, staff loans, etc.
3. Consider sending birthday, holiday, thank you or get well cards.
4. Use trained Grandparents in subsequent training of new volunteers. Let "Graduate Grandparents" assist in second recruitment and training.
5. Invite Grandparents to staff breaks, parties, etc.
6. Praise Grandparents for good work.
7. Take pictures and display in branch or find other ways to acknowledge their work, such as newspaper articles featuring their role in the program.
8. Have the children give art work or thank you cards.
9. Hold an annual recognition party, inviting city officials to present certificates of appreciation.

Chapter Four

SERVING THE CULTURALLY DIVERSE COMMUNITY

Grandparents and Books was conceived as a means of reaching unserved or under-served individuals in every community: the older adult, the latchkey child, the member of a minority culture or ethnicity, the speaker of languages other than English. The program proves that one-on-one sharing between a volunteer and a child results in an enriched library environment, an involved library staff, and responsive community-based support.

The following includes ideas and suggestions based on our experiences in enhancing and broadening library service to the under-served.

1. Benefits

--Reinforces the child's and older adult's cultural identity and heritage by providing literature-based sharing in their common native language.

--Strengthens English language development for children whose parents are non-English reading.

--Validates literature in other languages and other cultures within the library context.

--Enhances intercultural understanding when children of one culture are read to by older adults of another culture.

--Deinstitutionalizes the library by offering pleasurable and comfortable experiences.

--Strengthens the library's function as a community agency by incorporating older members of the community in reaching service goals.

2. Developing Staff Support for the Program

--Utilize staff who are members of the target ethnic or linguistic group in planning and implementing the workshop.

--Invite community leaders (e.g. member of the clergy, president of service organizations, etc.) to act as a link to the community and to promote mutual understanding.

--Conduct workshops for staff that introduce and celebrate customs, traditions, arts and so on of the target group(s). Use references such as *Culturgrams* (Brigham Young University) as background support.

3. Recruiting and Training

--Conduct a community analysis. Use already established resources if they exist, such as community survey, school survey (pages 34 and 35), census information, and any statistical information available. Do a community walk-through.

--Release publicity (flyers, press releases, public service announcements) in the languages spoken. Indicate in the publicity if training and reading will take place in other languages.

--Identify community leaders and spokespersons: religious leaders, political groups, school aides. Also identify commercial establishments (such as a martial arts center or ethnic grocery store) where publicity can be distributed.

--Identify clubs and/or associations whose purpose or function attract members of your target group (e.g. Black Women's Business Association; Korean After School Language and Culture School) for recruitment of both older adult volunteers and children.

--Try to arrange for a bilingual staff member or aide who speaks the language of the volunteer to be recruiter/trainer/translator/supervisor, if your program encompasses non-English speaking volunteers.

--Use books and other materials relating to the culture of the group being trained; identify folklore and original stories by country of origin and create puppets and flannel stories to support the literature.

--Provide refreshments that are representative of the culture(s) at trainings and workshops.

--Conduct an annual workshop in which experienced Library Grandparents share and demonstrate their knowledge, background and materials of their culture. Such workshops serve to maintain morale, monitor progress, problem-solve and introduce new techniques and materials.

4. Working with Children

--Match monolingual readers/speakers with children who speak that language. In that language, post the volunteer's name, language, and day and time when he or she will be reading (e.g. Grandpa Jose will read in Spanish every Tuesday from 3:00 p.m. to 5:00 p.m./Abuelito José leerá en español cada martes desde las 3:00 de la tarde hasta las 5:00 de la tarde).

--Encourage volunteers who do not speak the child's native language to learn words or phrases to help the child feel comfortable, acknowledged and validated.

--Using bilingual materials, encourage volunteers to read and have children read in the language in which they are comfortable. Many books are now available bilingually. (Recommend "Ventanas Al Mundo/ Windows To The World: Celebrating The Latino Experience In Literature For Children.")*

--Integrate Grandparent participation into existing programs, such as reading programs or holiday programs.

5. Evaluations and Surveys

--Evaluate the program through a survey or questionnaire for children and parents six months to a year after implementation to determine whether you are reaching your community and meeting their needs.

--Survey volunteers six months after they have been in the program (see page 36).

*Copies of "Ventanas Al Mundo" are available for $3, which includes postage and handling, from Children's Services, Los Angeles Public Library, 630 West Fifth Street, Los Angeles, CA, 90071.

Chapter Five

PROBLEMS AND RECOMMENDATIONS

Since Grandparents and Books' inception in 1989, a number of challenges and difficulties have arisen, which staff and volunteers have worked together to solve. We would like to share some of our approaches to these problems in hopes of helping you strengthen your own program.

1. Volunteers

Only half of all the volunteers you recruit will actually show up for the training; therefore, recruit twice as many volunteers as you actually need.

Not Enough

Difficulty in finding volunteers.

Do a community analysis; look at who lives in the community, with an eye to which community leaders and organizations may be approached. Current volunteers can assist in identifying organizations, groups, or individuals who are potential recruits for the program. They can also distribute flyers to members of their own groups. Library staff should set up cooperative agreements with other agencies to solicit support (e.g. The Department of Recreation and Parks, The Department of Aging, etc.). Refer to Partner Agency Guidelines (see page 39).

Volunteers interested in the program are younger than 55, and no older persons are available. (GAB identifies older adults according to the U.S. Government Guideline for the Department of Aging.)

Flexibility on this issue is recommended. Lower the minimum age to mid-forties when needed, so more volunteers can qualify without jeopardizing the intergenerational aspect.

Potential volunteers have transportation problems in getting to the trainings.

Many older adults can no longer drive. Try to arrange training either at the library where they will be reading or at a site accessible to mass transit. LAPL has tried consolidating trainings among several branches in a region by holding the training at a central location -- not necessarily the branch where the volunteers would eventually read. Provide recruits with information on how to get to the site by mass transit or car. Look into programs that provide transportation for older adults. Encourage car pooling among volunteers.

Too Many

Too many volunteers apply.

Train them and put their names on a waiting list or arrange for them to act as a substitute Grandparent when others are ill or away. Ask Grandparents to read as a team, or suggest they read on alternating weekends. (Most volunteers seem unwilling to volunteer every weekend.)

There is not enough room for all the Grandparents at tables in the Children's area, or adult patrons are occupying all the tables.

Stagger the volunteers' hours so there is only one volunteer during a particular time-frame. Consider designating one or more tables as a GAB reading area with signs posted in all appropriate languages on these tables noting time of reading sessions.

Screening

Screening volunteers.

To screen volunteers, LAPL uses the GAB Volunteer Application, the Guidelines (pages 33 and 10a) and mandatory attendance at three training sessions. It is recommended that potential volunteers fill out the application in person and that the librarian briefly interview them to determine if this program suits their needs as well as the library's. If a person does not seem suited for the program try to identify a more appropriate program. Closely monitoring all new volunteers is strongly recommended the first few weeks.

Grandparents as Day Care Providers

Grandparents are used as a babysitting service by parents who drop off their young children and then leave the library.

Although the program is designed to serve latchkey children, it is not intended as a day care service. Grandparents should refer parents to the Librarian-in-Charge, who should reiterate the purpose of the program. Librarians and volunteers should be counseled that they will be working with latchkey children, and will in many instances provide valuable emotional support in their role as a reliable, positive, caring adult.

Puppets, Flannel Figures, and Realia

Volunteers cannot or prefer not to work with puppets or make flannel board figures.

Many older adults have physical limitations such as arthritis, making it difficult for them to cut, paste or manipulate puppets. Other volunteers do not like any association with crafts. Clarify that volunteers are not required to make or use flannel figures or puppets. Stress that the program focuses on reading aloud, but that volunteers are encouraged to use these other techniques to help attract children.

Problem Volunteers

A volunteer is very talkative and dominates the staff's time.

Advise and role-model for staff how to tell the volunteer in a straight-forward manner that they are on duty and must limit the amount of time they can socialize. If the volunteer persists or becomes a nuisance, the Children's Librarian or Librarian-in-Charge should have a formal talk with the volunteer. Also discuss guidelines with staff as to appropriate level of interaction with volunteers.

Some Grandparents put more emphasis on teaching and correcting children than on simply reading to them.

Show how the sharing approach endorsed by GAB differs from a tutorial approach. Give examples of positive book tie-in activities, such as teaching children to make origami paper cranes after reading Molly Bang's *The Paper Crane*. Demonstrate how questioning children about the story's content or meaning, or excessively correcting children as they read, are not techniques appropriate for this program. Remind Grandparents that this is enrichment rather than instructional.

A Grandparent never shows up on time, never calls in when absent or attends on an irregular basis.

The Children's Librarian should check to see whether the Grandparent needs a different schedule or if other circumstances are contributing to the problem. If not, the Grandparent should be gently reminded of his commitment and referred to the GAB Guidelines. A substitute arrangement with other volunteers may be established. If the Grandparent continues to be unreliable, write a letter stating the specific problem and what is expected. Explain that the volunteer will be placed on an inactive list if unable to abide by the agreed-upon schedule.

Identification of Library Grandparents.

Require all volunteers to wear their GAB buttons. Provide official photo identification badges. Make sure each staff member knows who the Grandparents are. Include in your publicity to parents and children, "Grandparents do not read to children outside of the library." Coach children to look for proper identification badges. Post pictures of active Grandparents in the library. Alert staff of any volunteer whose behavior is questionable.

Motivation

Many of the Grandparents do not attend the monthly meetings.

GAB had found that holding a meeting every month is not necessary. It is recommended that a meeting be held at least four times a year with a copy of the minutes sent to those who could not attend. Meetings may include speakers, door prizes (e.g. books, flannel figures) or a pot luck.

Volunteers have been in the program for over a year.

It is extremely important that volunteers feel listened to and acknowledged. Talking to them informally can bring out many issues that may not emerge in a formal setting. Also demonstrating and sharing with one another in a formal setting (e.g. Annual Advanced Workshop) what they have learned serves as recognition of their good work and as a morale booster.

2. Children

Not Enough

Grandparents express disappointment because they imagined children would flock to their side, doting on every word.

Include a segment in the training workshops that demonstrates a realistic picture of what to expect when reading to children. Include the very real eventuality that children may not wish to be read to or come to the library. Emphasize the importance of volunteers initiating contact with children, introducing themselves, and offering to read. Volunteers should also be encouraged to publicize their participation in the program in the community.

Very few children show up, or none at all.

Reevaluate the Library Grandparent's schedule to see if hours conflict with school hours, after school programs, or other community events. If Grandparents can only volunteer during school hours, schedule them to assist with class visits or story hours, or during preschool storytime. If year-round schools are served by your library, schedule Grandparents when

students are off-track. If no children show up, encourage Grandparents to make flannel figures or to learn a new story, or practice reading books, so they will be better prepared when children do come in.

Children are reluctant to interact with Grandparents because they have been taught to stay away from strangers.

Coach volunteers to introduce themselves to the parents first, when possible. Have the Children's Librarian introduce the Grandparent or give printed information about GAB to parents. GAB developed a bookmark to use as an introductory tool which includes a space for the Grandparent's name and reading hours (see page 40). Staff should be encouraged to introduce Grandparents to children who visit the library for class visits or special children's programs.

Children say they have to do their homework.

Coach volunteers to give information on the GAB program to the child or parent, and offer to read to them after their homework is completed.

Too Many

Children of a variety of ages show-up to be read to.

Grandparents are advised to read folktales because they are short and exciting enough to hold a young child's interest, yet complex and multilayered enough for an older child. If children want to read, the Grandparent should select a title that is suitable for each child to take turns reading or participate in such as the pop-up book, *Dinner Time* by Jan Pienkowski. Most flannel board stories are also good for all ages.

There are a large number of children.

Establish a tradition when reading to a large group that attends regularly. An example of this can be a puppet greeting the children and telling them to sit down quietly in a semicircle to listen to the day's special story. This helps the Grandparent to control a large group, yet makes it a special time.

If children prefer one-on-one reading, Grandparents may have them wait their turn, reading a brief story to each.

Uninterested

Reading to children does not seem enticing enough.

Emphasize introducing material in a fun manner rather than an instructional one. Explain in trainings the need for Grandparents to use flannel figures, puppets, origami, or realia that relate to the story as a means of attracting

children.

Older children (particularly fifth grade and up) are reluctant to participate; or Grandparents believe that older children do not need to be read to.

Advise Grandparents to use techniques that will win the support of older children, ask them to share in reading to younger children, or ask the older children to give opinions or suggestions regarding particular books the Grandparent is using. For example, a Grandparent might say "May I read this book to you so you can help me decide if fifth graders would enjoy it?"

At training workshops it is important to stress how much older children enjoy being read to. Demonstrate and share books that work well with this age group. Use examples from authorities such as Jim Trelease.

3. Staff

Children's Librarian is not always available to guide the Library Grandparents.

Develop a Library Grandparent resource and communications shelf with booklists, new books, story ideas, puppets and other material for them to use. They can also leave notes for you in this area.

Librarian needs assistance in completing paper work, organizing monthly meetings, recruiting volunteers and generating community support.

Establish a Grandparent Volunteer Aide who will assist in coordinating the program (see page 41).

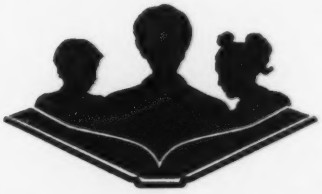
Staff is reluctant or unenthusiastic.

Reluctant staff may perceive the program as an unnecessary additional workload. A well presented and organized workshop can change this expectation by demonstrating how the investment in working with volunteers pays off in service enhancement. Ask for staff feedback at all stages. Where possible, arrange for incentives such as modest materials funds increases for libraries that elect to have a GAB Program.

Los Angeles Public Library

CHILDREN'S SERVICES

Presents



GRANDPARENTS AND BOOKS

A volunteer program for older adults who:

- enjoy children
- would like to volunteer 2 to 10 hours a week in the library - mornings or afternoons
- want to learn about how to read aloud and share books with children
- can make a commitment for 6 months

Expert training in reading, choosing books to share with children and using flannel figures and puppets will be provided as follows:

Where	Date	Time
EAGLE ROCK BRANCH Los Angeles Public Library 5027 Caspar Ave. (213) 258-8078	**June 6 & 13**	**9:30 a.m. - 12:30 p.m.**

A third workshop will be conducted in the branch, date and time will be announced.

To sign up for the three session training, call: (213) 263-6901.

Depending on their skills and interests, GAB volunteers may read to children, tell stories, assist in programs for children, or listen to children read to them. Bilingual skills are helpful, but are not required.

For more information call: Grandparents and Books, Project Librarian, Maureen Wade at (213) 612-0509.

BENJAMIN FRANKLIN BRANCH
Los Angeles Public Library
2200 E. First St.
(213) 263-6901

Page 21

Funded by the California State Library under the Library Services and Construction act in cooperation with RSVP/ACTION.

S A M P L E

FOR IMMEDIATE RELEASE

CONTACT: (your name)

(phone)

VOLUNTEERS NEEDED FOR THE GRANDPARENTS AND BOOKS PROGRAM (NAME) BRANCH

Older Adult volunteers are being sought for the Grandparents and books program at the (name) Branch of the Los Angeles Public Library.

If you are an older adult who enjoys children and would like to assist 2 to 10 hours a week reading and presenting stories to children in the library, please call (name), Children's Librarian, at (phone).

Volunteers will be given step-by-step training by experts on how to read aloud and present books to children, along with how to use puppets and flannel figures. Bilingual skills are helpful, but are not required.

Grandparents and Books is funded by the California State Library under the Library Services and Construction Act in cooperation with RSVP/ACTION.

The (name) Branch is located at (address), in the (number) Council District, represented by Council (man/woman) (name).

# # #

12/1/89

DMR

LOS ANGELES PUBLIC LIBRARY

Public Service Spot

Administrative Offices: 548 S. Spring St., Suite 1200, Los Angeles, CA 90013
Mailing Address: 630 W. Fifth St., Los Angeles, CA 90071
ELIZABETH MARTINEZ SMITH, City Librarian
ROBERT G. REAGAN, Public Information Director (213) 612-3320

SUBJECT: GRANDPARENTS AND BOOKS

START: IMMEDIATELY

STOP: JUNE 1, 1991

TIME: 30 SECONDS

Older adult volunteers are needed for the Grandparents and Books program of the Los Angeles Public Library. Volunteers are needed two to ten hours a week to read, tell stories and share books with children in the library. In addition, volunteers work with puppets and flannel figures and assist with children's programs and listen to children read. Training workshops are currently underway and will continue through June. For more information please call Grandparents and Books at (213)612-0509.

###

3/15/90

SCBA FILE #112090-557 I

SAMPLE

RECRUITMENT SPEECH

Good afternoon (morning)

My name is _____ and I'm from the _____(Public Library)_____. I'm here to share a special program with you called **GRANDPARENTS AND BOOKS** in which older adults, like yourself, can volunteer to read stories to children in the library.

Before I tell you more about this very special program that you can participate in, I'd like to read a few statistics.

1 out of 20 children today are able to see their grandparents on a regular basis.

7 out of 10 grandparents live at least 1 to 2 hours from their grandchild.

The average median reading score in the United State is 50. The average median reading score in Los Angeles is 37--13 points below the national average.

Los Angeles schools are overcrowded, with very little time for teachers to give individualized care, and over 81 languages are spoken by the children. [Use local statistics and circumstances as applicable.]

In more than half of all families, both parents work.

According to a 1987 Los Angeles City Council report, over 200,000 children who need child-care are not getting it after school.

Many of these children are either in the streets or in the public libraries and are known as latchkey children. I'm sure you're all familiar with the term - the kids who wear house keys on a string around their neck. These are the children of parents who are not home during the day.

Many have never known their grandparents or been read to by anyone.

This is where you can come in and make a difference in a child's life, by being that supportive adult who takes the time to read and listen to them.

You don't have to be an *actual* grandparent to volunteer; you just have to like kids, like to read and want to have fun. You'll become what we call a "Library Grandparent."

Rather than a tutoring program, **GRANDPARENTS AND BOOKS** is a program that introduces the child to the pleasures of reading. And with pleasure comes the power of reading.

I'm passing to each of you a brochure: "Sharing Books with Children: How and Why." This brochure will be used as the basis for our training workshops.

The library will train you on how to choose and read books to children. We have all kinds for all ages: Big Books, Large type story books and even books designed like a game.

If any of you like crafts, we will teach you how to make and tell stories using flannel boards [demonstrate].

Or how to use puppets and books [demonstrate].

But if you just like reading, that's all you really need to do.

I'm going to pass around a sign-up sheet. If you're interested in learning more, please print your name and phone number.

We ask that you attend 3 training workshops. If you have transportation problems, please write "need a ride" and we will try to help.

Once trained, we ask that you volunteer as little as 2 hours a week for 6 months.

GRANDPARENTS AND BOOKS is a fun program in which you can share the love of reading with a child in a very fun way and where you can make a difference in a child's life.

As Mother Teresa said, "We can do no great things, only small things with great love."

Are there any questions? I will stay after if anyone would like to talk to me further.

Thank you!

Statistics from *The Grandparents' Catalog*, Doubleday, 1986.
GAB I and GAB II State Proposal Application Reports, 1988-89.

DATE:

GRANDPARENTS AND BOOKS

Recruitment Sheet

NAME	( ) PHONE #	ADDRESS
1.		
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GRANDPARENTS AND BOOKS

(Use city letterhead)

S A M P L E

(date)

Dear (name of principal)

We are happy to announce that the GRANDPARENTS AND BOOKS program is now being offered at the _____(name)_____ Branch of the Los Angeles Public Library, _____(address)_____. It is a state-funded program where older adult volunteers from the community are trained to read and tell stories to children in the library. These volunteers become the "Library Grandparents" to many children who use the library individually or in visiting classes.

This intergenerational program promotes the love of reading. Many more children will benefit from it if you feature it in your P.T.A. Newsletter and Teachers' Bulletin.

Please let your teachers know that their class visits to the library can include a story with a "Library Grandparent." They should call ___(name)___ at ___(phone)___ in advance.

I am enclosing a flyer, booklist and brochure that further explain the program. Please feel free to call me at the above number if you have any questions.

Sincerely,

Children's Librarian

Enclosure

FOR IMMEDIATE RELEASE

Los Angeles Public Library
Children's Services

CONTACT: (your name)

(phone)

GRANDPARENTS AND BOOKS PROGRAM

NOW AVAILABLE AT (name) BRANCH

Grandparents and Books, a new program in which older adult volunteers from the community are trained to read stories to children in the library, is now available at the (name) Branch of the Los Angeles Public Library.

In addition to learning how to read and present stories to children, the volunteers are instructed in the use of puppets and flannel figures.

The "Library Grandparents" are identified by their Grandparents and Books buttons.

Children of all ages are welcome to come and hear a "Library Grandparent" read to them while they are visiting the library. Registration is not required. For Grandparents' schedules, please call (name), Children's Librarian, at (phone).

Grandparents and Books is funded by the California State Library under the Library Services and Construction Act.

The (name) Branch is located at (address), in the (number) Council District, represented by Council (man/woman) (name).

###

12/4/89
DMR

WHAT IS "GRANDPARENTS AND BOOKS"?

GRANDPARENTS AND BOOKS

A state funded program in which older adults from the community volunteer to read stories to children in the library. They are given training in selecting and presenting books, and in using puppets, flannel boards, and other special techniques.

You can identify the library Grandparents by their "Grandparents and Books" button!

For Grandparents' schedules, ask the Children's Librarian.

Children of all ages are welcome to have a Grandparent read to them while they are visiting the library. Sign-ups are not required.

Los Angeles Public Library

Funded by the California State Library under the Library Services and Construction Act in cooperation with RSVP/ACTION.

KIDS...

COME HEAR A STORY

ENJOY A BOOK WITH A "LIBRARY GRANDPARENT"

GRANDPARENTS AND BOOKS is funded by the California State Library under the Library Services and Construction Act in Cooperation with ACTION/RSVP.

GRANDPARENTS AND BOOKS

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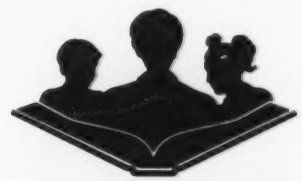
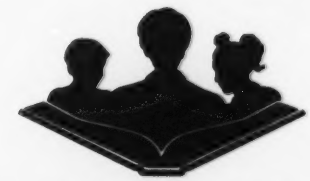
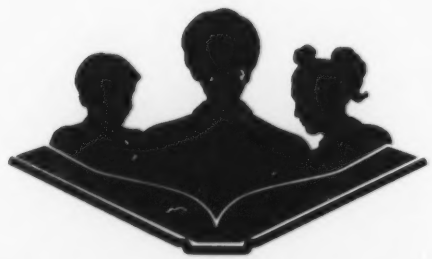
GRANDPARENTS AND BOOKS



GRANDPARENTS AND BOOKS



GRANDPARENTS AND BOOKS



GRANDPARENTS AND BOOKS

GRANDPARENTS AND BOOKS

Los Angeles Public Library

Children's Services

GRANDPARENTS AND BOOKS CERTIFICATE

_____

has completed a training course on reading and sharing books with children and may assist with Children's Programs at Los Angeles Public Library branches.

GRANDPARENTS AND BOOKS

_____
Director of Project

_____
Children's Librarian

_____
Date

Funded by the California State Library under the Library Services and Construction Act.

M0790

BRANCH:

Los Angeles Public Library
Children's Services

DATE:

GRANDPARENTS AND BOOKS
Application

Name _____

Address _____

City _____ **Zip Code** _____

Home Phone ( ) _____ **Work ( )** _____

1. **If you speak or read another language, please list:** _____
   _____
2. **What was your previous occupation or work experience?** _____
   _____
3. **What special interests, hobbies or skills do you have?** _____
   _____
4. **Have you done previous volunteer work? Yes ___ No ___ When** _____
   Name of organization _____
   What were your duties? _____
   Was any of this work with children? Yes ___ No ___
   What did you do? _____
5. **How did you hear about Grandparents and Books?** _____
6. **What do you hope to get out of the program?** _____
7. **What day(s) do you wish to volunteer?** _____ **Hour(s)** _____
   _____ **Hour(s)** _____
   _____ **Hour(s)** _____

Person to call in an emergency: Name _____

Relationship _____ **Phone ( )** _____

I know that the GAB Project requires at least a six month commitment, two to ten hours a week, and attendance at the three GAB training workshops.

_____
Signature

SAMPLE

(School Survey)

SCHOOL INFORMATION REPORT

1989-1990 School Year

Librarian _____ **Agency** _____

School _____ **Distance from Library** _____

Address _____ **Phone** _____

Public _____

Magnet/Subject Emphasis _____

Alternative _____ Fundamental _____ Other (Specify) _____

LAUSD Administrative Region _____ Region Superintendent _____

Private _____ **Religious** (Denomination) _____

Principal _____ **Vice Principal** _____

Enrollment: Current _____ Previous Year _____

Year Round Yes____No____ Describe Schedule Pattern _____

Double Session Yes___No ___

Number of Classes Per Grade:

Preschool ____K ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ **Total** _____

If this is a middle school, a junior high, or a private school with enrollment above the seventh grade level, who provides public library services?

YA Librarian_____ **Children's Librarian**_____ **Both** _____

Parent-Teacher-Student Association Contact and Phone _____

Community Advisory Council Contact and Phone _____

School Library

Staffed by (name and position) _____

Hours Open: _____ **Home Circulation** Yes____ No____

Do classes visit the public library? _____

Language Profile

Primary languages of students (list): _____

Bilingual instructions provided in the following language(s) _____

_____

Number of children in English as a Second Language (ESL) Classes _____

School Profile

Reading proficiency; special programs, (e.g. Educable Mentally Retarded (EMR), Educationally Handicapped (EH), gifted, departmentalized teaching, special reading programs, Parents Involved in Community Action (PICA), Project AHEAD, School Readiness Language Development Program (SRLDP), on-site child care.

Busing: List sending or receiving school(s) _____

_____

SAMPLE

(Community Survey)

BRANCH COMMUNITY PROFILE

1. Describe significant demographic factors in the community--income level, ethnic composition, education level. Indicate sources of information (observation, census data, etc.)

2. Describe the community's housing stock. Do people rent or own? Do they live in apartments, single family dwellings, condos, housing projects?

3. Comment generally on the need for after school day care for children in the community. Do many mothers work? What after school child care resources does the community offer? Do latchkey children use the library in significant numbers? If so, how does the library respond?

4. What recreational and cultural resources are available for children in the community? (Parks, recreation centers, video game arcades, shopping malls, art centers, museums, etc.)

5. What are the relevant health issues for children in the community? Is there evidence of malnutrition? Child neglect or abuse? Drug Activity? Need for information about health resources? Identify any major health, medical, or social service care providers.

SAMPLE

GRANDPARENTS AND BOOKS
PARTICIPANT SURVEY

Please tell us your:

Name (optional) _____

Branch (optional)_____

Sex: Male? or Female?

Age: _____

A. We are interested in knowing how satisfied you are with your experience as a volunteer with Grandparents and Books. Please rate your satisfaction in the following areas:

1. Please check the statement that best describes your satisfaction with the working relationship you have with the Children's Librarian at the library where you volunteer.

   Not at all satisfied. _____
   Quite satisfied. _____
   Very satisfied. _____

   Any comments?

2. Please check the statement that best describes your satisfaction with your working relationships with other library staff.

   Not at all satisfied. _____
   Quite satisfied. _____
   Very satisfied. _____

   Any comments?

3. Please check the statement that best describes your satisfaction with your experiences with the children.

   Not at all satisfied. _____
   Quite satisfied. _____
   Very satisfied. _____

   Any comments?

4. Please check the statement that best describes your satisfaction with your experiences with other Grandparents in the program.

   Not at all satisfied. _____
   Quite satisfied. _____
   Very satisfied. _____

   Any comments?

5. Please check the statement that best describes your satisfaction with the training you received as a GAB volunteer.

   Not at all satisfied. _____
   Quite satisfied. _____
   Very satisfied. _____

   Any comments?

6. Please check the statement that best describes your satisfaction with the Grandparents and Books program overall.

   Not at all satisfied. _____
   Quite satisfied. _____
   Very satisfied. _____

   Any comments?

B. What have been your experiences with children who are still learning English?

C. What could we do to improve your satisfaction with Grandparents and Books?

D. Is there anything else you would like to tell us about your experience with GAB?

GRANDPARENTS AND BOOKS

Partner Agency Guidelines

We suggest that libraries establish one or more partner agencies in the community. These may be Senior Centers, Multipurpose Centers, local clubs, library Friends Groups, etc. When an agency agrees to partnership with GAB, these guidelines can be provided to clarify their role in the program.

1. To meet once with GAB to discuss how to better recruit seniors from centers.

2. To organize a specific time and place for the Children's Librarian or GAB staff to meet with a group of older adults.

3. To provide a space at their centers for GAB flyers, posters and registration sheets, on-going.

4. To educate their personnel about GAB so they can make referrals.

5. To assist with finding ways to transport their seniors to the GAB training workshops.

6. To network with other agencies and groups who have potential volunteers or children who could visit the library.

Hello...
My name is

_____

Today, we read the story

_____

I am here to read
a story to you on

_____
(day)

*from:*_____
(time)

GRANDPARENTS AND BOOKS

Grandparents and Books is a volunteer program for older adults who enjoy reading to children.

Funded by the California State Library under the Library Services and Construction Act.
MO291

GRANDPARENTS AND BOOKS

Grandparent Volunteer Aide Description

A "Grandparent Volunteer Aide" is a volunteer "Library Grandparent" who has attended the three trainings and volunteers to take a more involved and extended role in helping to strengthen the GAB program by improving communications between the library and library volunteers.

Length of responsibility is six months, but may vary according to each branch's needs and can be arranged on a rotating basis with other volunteers.

Branches are encouraged to enlist a "Grandparent Volunteer Aide" if they believe it will strengthen their project and be of assistance to them.

The "Grandparent Volunteer Aide" is especially recommended for GAB branches with Children's Librarian vacancies and no Children's Library Aide.

The schedule and time commitment is to be determined by each Children's Librarian and/or Branch Librarian and their "Grandparent Volunteer Aide."

Suggested Duties (Duties may be changed according to branch's needs. Please consult with the GAB office when considering assigning extra duties.)

1. **Assist in organizing branch GAB meetings with Children's Librarian and Library Grandparents.***
   a. Consult and set up agreed upon date with Children's Librarian.
   b. Telephone and verify volunteers' attendance for the meetings.
   c. Record minutes of the meetings to be distributed to absent volunteers and to the GAB office.
   d. Gauge the "Library Grandparents" experiences of the program.
2. **Assist in recruiting more GAB volunteers.**
   a. Assist and coordinate distribution of flyers to local clubs, churches, senior centers, schools and other organizations.
   b. Speak about the GAB program to organizations upon the Children's Librarian's request.
3. **Assist in generating community support** - e.g. enlist Friends Group, council representation and/or other organizations.
4. **Aid in tabulating GAB monthly statistics.**
5. **Assist with scheduling "Library Grandparents"** - finding a substitute "Library Grandparent" when one calls in sick, etc.
6. **Maintain and update the puppet and flannel board collection and other materials used by "Library Grandparents."**
7. **Assist with GAB displays and bulletin board.**
8. **Assist with GAB mailing for branch** - *e.g. Get Well cards, etc.*

** Or Branch Librarian or assigned Librarian when there is a Children's Librarian vacancy.*

TIMETABLE

Month(s) 1 and 2

--Prepare, print and distribute Recruitment flyers in the library and in older adult agencies.

--Send Recruitment press releases to local newspapers and senior magazines.

--Send Recruitment PSA to local television and radio stations.

--Identify and contact community groups, city organizations who can aid in recruitment and donations.

--Schedule speaking engagements.

--Hold a staff orientation on GAB.

--Prepare materials for Training Workshops.

Month 3

--Conduct the 3-part Training Workshops.

--Schedule Volunteers.

--Send GAB press release announcing launching of GAB.

--Send letters announcing GAB program to principals and the PTA's.

--Talk about "Library Grandparents" at school visits and to incoming classes.

--Schedule "Library Grandparents" monthly meetings.

Month 4+

--Plan and hold a Recognition Party.

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WHY READ TO CHILDREN?

Reading aloud to children helps them to

. . . learn to read

. . . acquire language skills and vocabulary

. . . develop their imaginations

. . . discover and learn about the world

. . . realize that reading is fun and entertaining

. . . feel closer to the reader

. . . understand moral concepts

. . . achieve more success in school

. . . establish a pattern for lifelong reading

. . . understand some of their own feelings

. . . grasp difficult or new concepts

. . . realize that adults value books and reading

. . . enjoy books too difficult for them to read on their own

HOW TO READ TO CHILDREN

. . . choose a book that is interesting to both you and your listeners

. . . know the book: read it to yourself before you read it aloud

. . . choose books for small children that feature bright colors, big pictures, and a simple story

. . . pick more detailed or complex stories for older children, such as folk and fairy tales

. . . select a wide variety of books: stories, poems, riddles, non-fiction

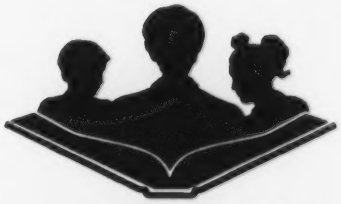
. . . create a sharing experience by encouraging the child to join in on key words or refrains

. . . be animated when you read: use expression. Let your voice be the sound track for your story

. . . be a good listener when children read aloud to you, by paying attention to the story rather than to errors; don't make reading aloud a reading lesson

. . . make it an enjoyable, pleasurable experience!

GRANDPARENTS AND BOOKS



GRANDPARENTS AND BOOKS

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